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REMARKS

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FROM: (Name, org. symbol, Agency/Post)	Room No.—Bldg.
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5041-102

☆ GPO : 1981 O - 361-529 (148)

OPTIONAL FORM 41 (Rev. 7-76)
Prescribed by GSA
FPMR (41 CFR) 101-11.206

Central Intelligence Agency
Washington, D.C. 20505

17 August 1983

Executive Director

NOTE FOR:

OTE

FROM: EA/ExDir

John:

Here is the DO's response to OTE's memo on Executive Training. If you can have your recommendations to me by 22 August, this will permit us to distribute them in time for the 31 August EXCOM which will discuss, among other things, the Executive Training Program.

cc: EO/DDA

83-15306
STAT

18-7
STAT

DCI
EXEC
REG

C O N F I D E N T I A L

83-1530/4

4 AUG 1983

MEMORANDUM FOR: Executive Director

FROM: John H. Stein
Deputy Director for Operations

SUBJECT: OTE Memorandum on Executive Training

REFERENCE: OTE 83-6300, 14 June 1983

1. Pending issuance this fall of the detailed report on the OTE executive development survey, we would reserve final judgment on the several options outlined in Reference. However, the approach recommended by the Director of OTE in paragraph six of Reference appears most appropriate for the DO at this time. Limiting the course for newly promoted SIS Officers to two weeks would make it easier to assure attendance of DO Officers, although this still cannot be absolutely guaranteed. The modular approach, using one to three day seminars tailored to the individual needs of the senior officers, has considerable appeal since it allows for the flexibility in selection of courses and timing necessary to assure attendance by DO senior officers.

2. A major difficulty faced by the Directorate of Operations in participating in an executive training program is the current manpower limitations which make it difficult to project our participation in even the most modest of courses or programs. An example is the one-week [] Seminar where we were forced in the June 1983 running to give up three of our allotted six seats. Nine operations officers, much against their personal preferences, had to drop out as candidates for the seminar. These limitations dictate that we must qualify any suggestions concerning DO participation in Agency-wide programs. Current projections are that we are very likely still several years away from having the necessary manpower to participate broadly in middle and senior level training courses. Consequently, the suggestion that the Executive Short Course be made mandatory for all new SIS Officers, would have to be applied with some flexibility since many of the new DO SIS Officers are assigned overseas when promoted. For example, of the [] Officers just promoted to SIS-1, [] are in the field and will be there for at least another year. To offset this, the DO would be willing to include the participation of promising GS-15s in the program if it would be helpful.

25X1

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C O N F I D E N T I A L

C O N F I D E N T I A L

3. An important principle which must be kept in mind as we work towards defining the role of formal training courses in executive development is that this process should not replace the existing promotion system within the DO. The multiplicity of challenges and opportunities for professional and personal growth in the DO, especially in field assignments, may well be unmatched in any other organization. Thus, regardless of the shape, length or format of any formal training courses, we in the DO think it essential that early, formal identification of "comers" be avoided in favor of the system of merit which has been developed with such care the past two decades. In sum, training can and should complement officer development but it is, overall, subsidiary to the work itself as a development tool.

John H. Stein
John H. Stein

Attachment:

OTE 83-6300, 14 June 1983

DO/CMS (3 Aug 83)

25X1

Distribution:

Orig - Executive Director, w/atts
1 - Executive Registry, w/atts
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C O N F I D E N T I A L

5 July 1983

183-1530/3

MEMORANDUM FOR: Director of Training and Education
FROM: Deputy Director for Intelligence
SUBJECT: Executive Training Program

I concur with the recommended approach in paragraph 6 of your memorandum to the Executive Director. I would add the following comments:

- The Program should be limited to SIS-01s and 02s. The shotgun approach of trying to choose who among the entire GS-15 population will become supergrades results in the waste of considerable training resources on GS-15s who will always remain GS-15s. By taking new SISers, you cut the candidate population to manageable proportions and make it possible to contemplate providing training for virtually all senior officers-to-be in the Agency.
- By working with a smaller candidate population, you also make it possible to develop a program of seminars and workshops that deal with issues that actually confront senior managers and are very concrete (vice the more abstract or philosophical approach). For example, these officers should be exposed to the Agency-wide budgeting process and the tradeoffs that take place, Congressional affairs, public affairs, how the Agency fits into the NFIP and practical senior management issues.
- I would have found your memorandum more useful had it indicated what the significant differences were in the approaches taken by various components as well as the perceived needs and recommendations for an Executive Training Program. Should there be an EXCOM on this subject, I would recommend a summary of those differences be provided. Moreover, I think it would be especially useful to have summaries of the positions taken by those who will be attending the EXCOM, including explicit identification of those who hold that view to help focus the discussion. Such candor is characteristic of EXCOM meetings and could be useful.


Robert M. Gates

cc: EXDIR



OTE

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see chat

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REMARKS

For your information and discussion
at 0830 DDA Staff Meeting tomorrow,
14 July 1983.

DDA + ADAA have copies

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PRIORITY

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Central Intelligence Agency
Washington, D.C. 20505

22 June 1983

Executive Director

DD/A Registry
83-1530/1

NOTE FOR: D/OTE

VIA: DDA

A comprehensive study well presented.
Please proceed with the component reviews
as proposed in paragraph 7. Depending
on the results, we will see whether
Executive Committee action is necessary.

STAT

18-7

ROUTING AND TRANSMITTAL SLIP

Date 22 JUN 1983

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OPTIONAL FORM 41 (Rev. 7-76)
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ROUTING AND TRANSMITTAL **JP** 10 June 83

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FROM: (Name, org. symbol, Agency/Post) DTE	Room No.—Bldg. 1026 C of C
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OPTIONAL FORM NO. 10 (Rev. 7-76)
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☆ U. S. GPO: 1978-0-261-647 3354

STAT

OTE 83-6300

83-1530

MEMORANDUM FOR: Executive Director

VIA: Deputy Director for Administration

FROM:
Director of Training and Education

SUBJECT: Executive Training Program

STAT

DO/A REGISTRY,
FILE: 18-7

1. BACKGROUND: Since January 1983, the Executive Development Staff of the Office of Training and Education has been engaged in a review of executive training programs appropriate to the needs of the Agency. The effort started with a survey of some 20 external programs such as those at the Foreign Service Institute, the National Security Agency, the Federal Executive Institute, the senior schools, and major university programs. In April, the Center for the Study of Intelligence conducted a conference on Executive Development. The observations and suggestions of the conferees were circulated to the Executive Director, the deputy directors, associate deputy directors, all the office directors, chiefs of area divisions and major staffs and their deputies for review and comment. These officials were then interviewed by the Executive Development Staff to determine what type of executive training program would suit the needs of each component. These results are being analyzed with the help of the Psychological Services Division of the Office of Medical Services. A detailed report will be issued this fall.

STAT

83-1530

2. SURVEY RESULTS: The results of our survey are ambiguous. There were significant differences in the approaches taken by various components to executive development and even greater disparity in perceived needs and recommendations for an executive training program. Major differences in emphasis between directorates and, at times, between deputy directors and their component heads were noted.

3. Nevertheless, we believe we have been able to draw sufficient guidance from the study to permit us to structure an improved executive training program. Nearly all the respondents, for instance, favor some type of senior officers' course and want it to be coordinated with other developmental activities such as rotational assignments taken at the initiative of the individual and the career service. There was little support for a centralized executive development effort, but there was a perceived need to integrate training more carefully into component programs. There was a substantial demand for a more flexible training program with about an equal split on whether we should offer one long course or a series of shorter courses. Nearly all those interviewed stated that executive development should start well before officers reach the SIS level.

4. OPTIONS: After a review of the interview data and additional discussions of approaches which would be responsive to the component needs, we in OTE have come up with a group of options for your consideration. No best option derives from the interview data. We have a preferred option which we will develop below, but any of the listed options appear to be a workable executive training program:

SUBJECT: Executive Training Program

a. Continue a longer course, Senior Officer Development Course (SODC) or Senior Seminar, for Category I, GS-15s.

b. Conduct a two/three-week course for all newly promoted SIS officers. This course would focus on those skills and perspectives which tend to be unique to an Agency executive.

c. Conduct no formal senior course; rely on other OTE courses, rotational assignments, and external training.

d. Conduct a series of brief elective courses on subjects of specific interest to Agency executives. (Open to all SIS and GS-15s in executive positions.)

e. A mix of option (d) with either option (a), (b), or (c).

5. DISCUSSION OF OPTIONS:

a. Long Course - An SODC-type course for GS-15s, shortened to about 10 weeks, would offer a relatively comprehensive survey of the international environment, the relationship of intelligence to the policy process, issues affecting intelligence collection and analytical processes, and perspectives on management at the executive level including a week-long field trip to explore management in the private sector. It affords ample time to develop extensive student involvement through team projects, exercises, and individual presentations. A number of senior officers attested in the survey to the value of such courses as a key career development experience. In addition to broadening professional perspective, it provides a significant break from office routine, a time for reflecting on one's career development, and an opportunity to establish lasting relationships with colleagues from other components.

The major disadvantage is the reluctance of managers to release the best officers from critical tasks for that length of time; as a consequence, many officers get to executive positions without the benefit of such a course, while others are assigned to such courses who clearly are not destined to become executives. The structure of such a course also puts a premium on a balanced distribution of students among the directorates.

b. Short Course - A two/three-week course for new SIS officers would offer an overview of key factors in the external environment that affect the Agency's mission, issues confronting managers of the intelligence process, and perspectives on the role of Agency executives. It would be briskly paced, very selective in scope, and crisply focused on the skills needed by the executive to cope with the challenges and issues confronting the Agency and the profession. The objective is not so much to produce either generalists or experts but to give specialists a broader executive perspective of the Agency. It also would highlight things the executive can do to further his career growth. If the course were mandatory for all new SIS officers, it would ultimately provide a common developmental experience for all Agency executives and enhance a feeling of "oneness."

The chief disadvantage would be the risk that a course of such brevity would be regarded as too superficial to be of value; many significant issues would be touched on only lightly or ignored altogether out of necessity. Moreover, a short course puts a premium on the quality of instruction and would necessitate "total

SUBJECT: Executive Training Program

immersion" to optimize the limited time available for training. Opportunities for student involvement would be limited, and there could be no field trip.

c. No Formal Senior Course - Dropping a senior officer course from the OTE curriculum would respond to those who feel that skills and attitudes essential for good managers are either acquired early in one's career or not at all. Under this option, Career Services would focus on ensuring that potential executives are identified as "comers" at an early stage (GS-12/13) and would deliberately nurture and develop this potential by scheduling attendance at the wide variety of courses offered by OTE to officers at a more junior level. These would include such courses as the Program on Creative Management (or the Center for Creative Leadership), the Midcareer Course, the Management Seminar, Management Development Courses, and the Advanced Intelligence Seminar, among others. The existing curriculum of some of these courses could be modified as necessary, and some might be run more frequently to ensure that ample opportunities are offered to those needing such courses. External courses would also be used where appropriate.

The major disadvantage of this option is that it offers no Agency-oriented assistance to officers needing a shift in perspective as they pass a significant career milestone, i.e., moving to senior management positions. Although specific skills or knowledge may be critical to a senior officer's assignment, most executives stressed the importance of a "big picture," i.e., an Agency-wide perspective for executives. The need for such a shift in perspective seems most critical at the SIS threshold.

d. Electives - A modular approach — i.e., a program of seminars or workshops on specific topics or issues — would offer substantial flexibility for meeting the training needs of senior officers from different components. These training modules could range from a one-day tutorial on a topic such as executive health or a three-day workshop on dealing with Congress, to a five-day seminar on the interaction of intelligence with the national security policy process. Some modules could be oriented toward specific executive skills, others toward broadening an officer's understanding of the Agency and the environment in which it functions. Some segments could be designed to meet specific directorate needs, but most would have Agency-wide relevance. Viewed as a total package, the scope of these modules would be broader than that of a long senior officer's course, but officers could be designated to attend only those increments particularly relevant to their individual needs.

On the other hand, no single increment would stand alone as meeting the need for executive training. Planning and managing a developmental program of this sort would be a complex challenge requiring close and continuing interaction between the Career Services and OTE to ensure that the right courses are being offered with sufficient frequency to meet the Agency's requirements.

e. A Mix of the Above Options -The modules discussed in Option (d) above could be offered alone or in combination with Options (a), (b) or (c). A mix of a long course (offered once a year in the fall), complemented by a modular program conducted primarily in the winter and spring, would introduce some flexibility into the traditional approach. The combination of a short, overview course with an elective program would meet the expressed desire of many Agency executives for a short course for which the best people could be made available, complemented by a series of seminars and workshops which would help tailor training experiences to each individual's particular needs. Another combination offering fewer advantages

SUBJECT: Executive Training Program

would be a mix of the mid-level courses such as the Midcareer Course with a series of seminars that could be taken when an individual reaches the executive level.

6. RECOMMENDED APPROACH: We believe that the combination of a short, overview executive development course offered twice a year after the fall and spring SIS promotions are announced and complemented by a modular program of seminars and workshops would be fully responsive to the Agency's needs as determined in our survey. This approach could be further supplemented by a deliberate program to broker short-term developmental assignments or tutorials such as the Inspector General's proposal to use component executives for three or four months to participate in an inspection. This approach would in no way conflict with or replace other developmental experiences which ideally would be part of an Agency executive's development such as attendance at a major external course (e.g., FEI, Harvard Business School, or a senior service school), or a rotational assignment outside one's component or outside the Agency.

7. REQUESTED ACTION:

a. Because of the differences of focus found in the survey, it is suggested that our proposal, including the five options, be reviewed first by the deputy directors and their component heads; and

b. That the Executive Committee then decide which of the options best meets the executive training requirements of the Agency.

The Office of Training and Education will provide whatever additional data/briefings may be required in the consideration of this program.



STAT

Attachments:

- A - Short Course Outline
- B - Executive Training Electives

SUBJECT: Executive Training Program

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OTE/ED, (13 June 1983) revised

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Outline for Two/Three-Week Course for New SIS Officers

Course Objectives:

1. To help new SIS officers make the conceptual shift to an executive perspective.
2. To heighten awareness of the international and domestic context for Agency activities.
3. To enhance the individual's competencies for managing resources and activities in support of Agency goals.
4. To foster a collaborative, team approach to resolving Agency management issues.
5. To help build a common experience base for Agency executives.

Topics to be Covered:

- I. External Environment:
 - Challenges to U.S. national security interests.
 - Domestic issues affecting national security policy.
 - The interaction of intelligence with the policy process.
 - CIA and the Congress.
 - CIA and the law.
- II. Managing the Intelligence Process:
 - Human resource management
 - o Issues in recruiting, retaining and developing people.
 - o How to use Agency personnel management controls and systems.
 - Regulatory issues and pitfalls confronting the executive.
 - Strategic planning and the budget process.
 - Managing large programs.
 - Specific management and resource issues
 - o Collection, technical versus human.
 - o Improving the quality of analysis.
 - o Trends in covert action.
 - o Impact of technological trends on the executive.
- III. Executive Perspectives
 - On becoming an intelligence executive -- personal and professional growth.
 - Executive leadership -- using power and authority judiciously.
 - Ethics and the intelligence profession.
 - The changing role of the Agency -- managing the future.
 - Corporate wisdom -- goals and views of top management.
 - Risk -- and taking responsibility for decisions.

REFERENCE

Form 1630 8-66

ATTACHMENT

EXECUTIVE TRAINING ELECTIVES

The following list is representative of the kinds of training modules that could be presented as part of an executive development program. These short courses could either complement or substitute for an executive overview course. Course content can be adapted to the specific interests and needs of the participants. Additional subjects can be added as necessary.

REFERENCE

A. One-Week Courses

These seminars and workshops provide a more in-depth coverage of types of executive management topics introduced in the two/three-week core curriculum. They would require greater student involvement (through case studies and outside preparation) and would focus on the competencies identified as necessary for effective performance in senior executive positions in the Agency.

1. Creative Problem-Solving: Covers a variety of approaches to problem-solving at the executive level, including ways of analyzing the problem and gathering information to lead to more creative and effective decisions.

2. Planning, Budgeting and Financial Management: The use of strategic planning as a device for management control; our budgetary system; and the mechanics of the budget process.

3. National Security Policy and Processes: The national security and foreign policy formulation process, and how intelligence is used in support of that process.

4. Organizational Change and Development: How the Agency executive relates to the work of the organization from a macro or institutional perspective. Would cover organizational maintenance, introducing change and innovation, organizational reform, and evolving role of the executive.

5. Program/Project Management and Evaluation: Instruction in the principles of managing mega-programs, major projects and other large-scale organizational activities. Program planning, evaluation and control, contract management, how to manage well with limited staff resources.

6. Information Management: Recognizing the special role of the Agency as a supplier of information, this course would review executive skills relating to information resource management and office automation.

7. Personnel Management Systems and Career Development: Looks at personnel management from the perspective of an executive, focusing on Agency systems and controls, exploring career development as an element of personnel management, examining the stages of professional and career development and processes such as managing a career service panel, ranking and performance evaluation.

B. One/Three-Day Courses

Short symposia involving some outside preparation or readings

STAT

2. Intelligence Collection in the 1990s: This seminar focuses on changes in the environment for technical and human source collection, and initiatives being considered to meet this challenge.

3. Quality of Intelligence Production: An examination of the issue, including consumer reactions (speakers), the status and findings of recent product evaluation activities, management views on current qualitative trends, an exercise in product evaluation, and the effectiveness of Agency efforts to improve the quality of analysis.

4. CIA and the Congress: A workshop on the interaction of CIA with the Congress, covering roles of relevant committees, Agency responsibilities to the Congress, budget and oversight implications, and guidelines for Congressional presentations. Includes talks by senators, representatives, staffers, and appropriate Agency executives.

5. Automation: Examines the human and organizational impact of the computer revolution.

6. Seminars on Substantive Issues: Reviews of major foreign trends or issues affecting U.S. interests with respect to (for example) Soviet policy, the strategic balance, the Middle East, international economic developments--using outside experts from the media, academe, and policy agencies as well as Agency specialists.

7. Understanding Economic Change: Explores topics found to be important to the Agency executive in the fields of national and international economics.

8. Understanding Technological Change: Examines topics found to be important to the Agency executive.

C. Executive Skills and Personal Development

Allows participants to focus on improving practical skills that they will use in their jobs.

1. Writing for the Executive: A workshop focusing on the principles of rhetoric, plus selection of the appropriate form and writing style for different readerships. Methods of clear, concise expression would be practiced.

2. Oral Presentations: A workshop to assist the inexperienced executive who must give briefings to Congress or make public addresses. It would cover techniques, the use of briefing aids, and practice in oral presentations.

3. Computer Skills: Examines how computers can be used to support executive management, including hands-on exercises with a variety of useful programs.

4. Executive Health: This seminar would include an executive physical examination and personal risk assessment. Physicians from OMS would discuss factors such as diet, exercise, and stress in executive performance. There would be an opportunity for individual counseling.

5. Conflict Resolution/Negotiation: An ability to arbitrate and resolve conflicts within one's own organization and negotiate with others is one of the key competencies of an executive. This workshop would introduce some techniques and provide some practice in their use.

6. Guest Speakers on Timely Topics: Prominent authorities would be invited to address selected executive audiences on key issues of policy, management, substantive or professional intelligence interest.


7. History and Lore of the CIA (Directed Readings): We serve in an organization with an illustrious past, much of which is not known to our newer officers. This program would include outside readings and discussions with officials who participated in selected operations.

9. Executive Practicum: (One day) Incumbent Agency executives (SIS-3s and SIS-4s) will analyze and evaluate a current Agency policy or management problem identified by top leadership. They then discuss their findings with a senior Agency manager (DDCI or EXDIR).

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DDA EXECUTIVE COMPETENCIES

<u>External Orientation</u>		<u>MEAN SCORE*</u>
1.	Able to view directorate and Agency policies and programs within the context of broad national priorities.	4.23
2.	Understand purposes of the Agency as a component of the government and as an institution in a democratic society.	4.0
3.	Recognize the special responsibilities of the public trust, and legal constraints on your component's activities.	4.31
<u>Management</u>		
4.	Know organization and responsibilities of the Agency and its major components, and their role in the intelligence process.	4.38
5.	Able to develop long-range program goals.	4.21
6.	Able to develop and implement action plans for accomplishing program goals.	4.5
7.	Able to organize resources and structures to accomplish program goals.	4.9
8.	Able to establish priorities among alternatives.	4.92
9.	Able to set objectives and evaluate their accomplishment.	4.45
10.	Able to delegate effectively.	4.54
11.	Able to set individual performance standards and appraise performance realistically.	4.25

*(On a scale of 1=low to 5=high)

		<u>MEAN SCORE</u>
12.	Able to interact with non-career managers, executives and staff personnel.	4.27
13.	Able to utilize the basic management support systems in personnel, procurement, and information handling.	4.16
14.	Able to participate effectively in budget and resource allocation decision processes.	4.64
15.	Understand the forces of change, and able to plan for adapting your organization to a changing environment.	4.38
<u>Interpersonal</u>		
16.	Able to speak and write clearly and concisely.	4.78
17.	Able to coach and counsel subordinates.	4.61
18.	Able to give and receive feedback constructively.	4.54
19.	Able to manage group processes, deal with diverse views and ambiguity, resolve conflicts.	4.67
20.	Able to recognize and overcome blocks to communication.	4.23
21.	Able to use appropriate leadership techniques.	4.46
22.	Able to create an organizational climate which results in a motivated work force.	4.83
23.	Understand when and how to tap various sources of power to build support for your component's goals.	4.5
24.	Able to negotiate on a wide variety of issues.	4.58

		<u>MEAN SCORE</u>
<u>Personal</u>		
25.	Possess self-insight and awareness; able to make an accurate self-assessment.	4.17
26.	Have a strategic focus.	4.33
27.	Have an interest in the development of the organization, self, and subordinates.	4.58
28.	Able to evaluate and take reasonable risks to accomplish your component's objectives.	4.41
29.	Possess personal objectivity and integrity.	5.0

XD CONFERENCE REPORT FEEDBACK

		<u>YES</u>
1.	Executive development should be Agency-wide.	9
2.	Executive development should be left to the discretion of the Career Services.	12
<u>Types of Improvement to Current XD System</u>		
3.	Do you believe that improvement to current XD system would be helpful?	13
4.	Do you regard XD as a line management responsibility?	12
5.	Do you think an Agency-wide Development Complement for executives would be helpful?	9
6.	Are longer than four-week courses all right?	11
7.	Would you prefer a broader selection of shorter courses?	6
8.	Would a modular approach offer advantages?	7
9.	Are Agency-wide courses highly desirable?	14
10.	Is attendance at prestigious schools, such as the War College, State Exec. Seminar, Harvard, highly valuable?	10